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ABSTRACT

This special "theme" edition of a newsletter focuses on learning disabilities of adult participants in literacy programs. It is a collection of organization profiles, editorials, resources, and examples of collaborative efforts between learning disability and literacy organizations. An overview of this issue is followed by an annotated list of organizations involved in providing services for individuals with special learning needs. Eight organizations deal with literacy and nine with learning disabilities. The next section contains descriptions of nine collaborative efforts between literacy and learning disability organizations. Other contents are as follows: a success profile of a participant with a hearing problem and dyslexia; glossary that includes definitions of categories of learning disabilities and characteristics of learning disabilities; two successful learner profiles from adult basic education/learning disabilities in St. Paul, Minnesota; and editorials on "Learning Different" and "Learning Strategies." The newsletter concludes with information on current video and print resources; a list of 9 suggested readings; descriptions of 17 other agencies, organizations, and businesses that provide services or products for learning disabled learners and literacy providers; and information on technology resources. (YLB)

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PLUS

PROJECT LITERACY U.S.

SPECIAL EDITION

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LITERACY/LEARNING DISABILITIES COLLABORATION PROJECT

Mike Otani, President of *Charmant Eyeware*, presenting **Margot Woodwell**, *PBS Project Director for PLUS*, with a check for funding the Literacy/ Learning Disabilities Collaboration Project.

In 1990, ***Charmant Eyewear*** made a grant to PLUS and asked us to use it to initiate a new dimension of outreach with our PLUS partners and our 550 PLUS Task Forces across the country.

We decided that this gave us the opportunity to bring together some of the national literacy organizations with whom we have worked and some of the national organizations in the field of learning disabilities to explore what role ***PLUS*** could play in fostering further collaboration between their programs at the community level. Our national meeting with them indicated to us that there was a need for information for adult literacy providers and learning disabilities programs working with adults to learn more about one another, to identify materials and resources, and to see how collaboratives have worked so as to collaborate themselves.

This newsletter is the result. We hope that it will serve to enhance communication and to foster collaboration at the community level between programs providing tutoring and education to adult learners and programs specializing in diagnosing learning disabilities and providing teaching to special needs populations. We also hope that it will serve as a catalyst to initiate a meeting of literacy and learning disabilities providers in communities across the country to review what partnerships already exist locally and/or explore the feasibility of initiating such partnerships.

We extend our thanks to our partners in this project and to all those who helped develop this newsletter. Above all, we extend our thanks to ***Charmant Eyewear*** for their support of ***PLUS*** which made this project possible.

Margot Woodwell
PBS Project Director for PLUS

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PBS Project Director, **Margot B. Woodwell** • Assistant Project Director, **Herb Stein**
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Overview

In spite of their own and their teachers' best efforts, many adults who persistently have trouble learning to read drop out of literacy programs, more convinced than ever that they are incapable of learning. For many of these adults the problem may be learning disabilities that were never diagnosed.

Though there are exemplary programs across the country that are working with adults with learning disabilities and there are a variety of excellent literacy programs, literacy experts are often hampered by lack of knowledge and resources to identify specific disabilities and to help adults overcome them.

In addition, solutions are often complex and costly because each individual can have a unique combination of disabilities. Some literacy programs have the initiatives and expertise to detect and address the needs of special learners, but others do not.

This newsletter is an attempt to help overcome these problems. Our goal is to encourage collaborative efforts between learning disability and literacy experts and organizations. Project Literacy U.S. (PLUS) has partnered with a number of national organizations. We asked them to submit descriptions of their organizations and examples of local collaborative efforts. In addition we requested information on current print video and other resources.

The result is this special edition of the PLUS newsletter which focuses on learning disabilities. It is a collection of organization profiles, editorials, resources and examples of collaborative efforts between learning disability and literacy organizations.

The enormous diversity of the collaborative efforts illustrates the many different and exciting ways for new adult readers to confront the myriad of challenges that they face along the road to becoming proficient readers. It must be emphasized that the examples and resources presented here are by no means all inclusive. There are many, many other excellent resources and collaborative efforts that, due to time and space restrictions, we were not able to report in this edition. It is our hope that this special edition of the PLUS newsletter will increase awareness, encourage networking, and foster new collaboratives between learning disabled and literacy organizations at the local, state, and national level

PLUS Literacy/Learning Disabilities Collaboration Project Partners

American Association For Adult and Continuing Education
Correctional Education Association
International Reading Association
Language Skills Therapy
Laubach Literacy Action
Learning Disabilities Association of America
Literacy Volunteers of America
Literacy Network
Menninger Clinic, Center for Learning Disabilities
National Center For Family Literacy
National Coalition For Literacy
National Center For Learning Disabilities
National Council of State Directors of Adult Education
Orton Dyslexia Society
Pittsburgh Literacy Initiative of Goodwill Industries
Wilson Language Training Center

PLUS also extends special thanks to the U.S. Department of Education, Division of Adult Education and Literacy/Office of Vocational and Adult Education.

The PLUS Adult Literacy - Learning Disabilities Collaboration is underwritten by a grant to PLUS from Charmant Eyeware

Introduction

The following is a list of organizations involved in providing services for individuals with special learning needs. Many of these organizations have partnered with us at the **PLUS National Media Outreach Center** at WQED in Pittsburgh to produce this newsletter. *This list is by no means exclusive.*

The organizations have been sorted into two categories, ***Literacy*** and ***Learning Disabilities***. Please note, however that in some cases, an organization could fall into both categories, as it could be involved in addressing LD issues as they relate to literacy.

LITERACY

American Association for Adult and Continuing Education (AAACE)
1112 16th Street, N.W.
Suite 420
Washington, DC 20036
202/463-6333

American Association for Adult and Continuing Education is the largest individual member international organization that promotes learning as a lifelong process. The association distributes information about adult and continuing education in its broadest applications, and serves as a major advocate for the field. ***AAACE*** publishes a research quarterly, a practice-oriented magazine, ***Adult Learning***, eight times a year and a bi-monthly newsletter, ***ONLINE***. It conducts regional and thematic professional development activities as well as a major annual conference each year. The organization has more than 50 affiliated organizations throughout the United States and Canada at a state, regional and provincial level.

The organization was founded in 1982 as a result of the merger of two adult education organizations: ***Adult Education Association/USA*** and the ***National Association of Public Continuing Education***. ***AAACE*** has more than 6000 members and subscribers.

Correctional Education Association (CEA)
8025 Laurel Lakes Court
Laurel, MD 20707
301/490-1440

The ***Correctional Education Association*** is dedicated to serving the needs of educators who work within the criminal justice system. Founded in 1946, ***CEA*** is an international organization whose members include teachers, counselors, librarians, administrators and academicians concerned with the challenges of teaching and learning in correctional settings. CEA employs more than 3,000 members in adult and juvenile correctional institutions, jails, detention centers, community-based programs and universities.

CEA strives to provide relevant educational programs that focus on life and survival skills for adult and juvenile offenders. It does this through publications, confer-ences and training sessions. ***CEA*** publishes the ***Journal of Correctional Education***, the only journal devoted to the publication of research on correctional education. Every year ***CEA*** holds an international conference. In conjunction with ***WQED/ Pittsburgh and Project Literacy U.S. (PLUS)***, ***CEA*** also has published ***Learning Behind Bars***, a survey that describes more than 30 model education programs in prisons, jails, and juvenile facilities.

International Reading Association (IRA)
800 Barksdale Road
P.O. BOX 8139
Newark, DE 19714-8139
302/731-1600

The ***International Reading Association*** is a professional organization of classroom teachers, reading specialists, consultants, administrators, supervisors, college teachers, researchers, psychologists, librarians, media specialists, students and parents who make up the more than 93,000 members in 90 countries. ***IRA*** represents more than 350,000 individuals and institutions worldwide through its affiliate members.

IRA is concerned with the improvement of reading and the development of literacy. The Association's goals are to improve the quality of reading instruction through the study of the reading process and teaching techniques; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to increase literacy levels worldwide; and to actively encourage the lifetime reading habit.

Laubach Literacy Action (LLA)
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210
315/422-9121

Laubach Literacy Action is the United States program of ***Laubach Literacy International***, the oldest and largest non-profit, volunteer based, adult literacy organization in the world. Its purpose is to enable adults within the United States to acquire the basic level skills in listening, speaking, reading, writing and mathematics they need to solve the problems encountered in their daily lives, and to participate fully in their society. To achieve this purpose ***LLA*** uses trained volunteers as providers of literacy services, supports all local literacy programs that enlist trained volunteers to tutor adult learners, and encourages the use of diverse instructional approaches.

Literacy Volunteers of America, Inc. (LVA)
5795 Widewaters Parkway
Syracuse, NY 13214-1846
315/445-8000

Literacy Volunteers of America is a national, non-profit organization designed to combat illiteracy through a network of community volunteer literacy programs. That network is three-tiered: national, state and local, with national establishing policies and creating programs and materials to carry them out, and the state organization coordinating and serving local affiliates. ***LVA*** provides training for tutors, print, video and slide materials to support and extend the basic training and consulting services that offer technical assistance and training materials for the management of literacy programs nationwide.

National Center for Family Literacy
401 South 4th Avenue, Suite 610
Louisville, KY 40202-3449
502/584-1133

The ***National Center for Family Literacy*** is a private non-profit corporation established in July, 1989 with a grant from the ***William R. Kenan, Jr. Charitable Trust.*** The purpose of the Center is to expand the efforts to solve the nation's literacy problems. By assisting in the establishment of effective family literacy programs throughout the country, the Center is addressing the ambitious but worthy challenge of breaking the cycle of illiteracy through family intervention. The Center provides a cadre of leaders, knowledgeable and skilled in education as well as family intervention techniques to fulfill this mission. For additional information, contact *Sharon Darling*, President.

National Coalition for Literacy
50 East Huron Street
Chicago, IL 60611
312/944-6780

The ***Coalition for Literacy*** was born from the belief that the problem of adult functional illiteracy was too big to be handled by the educational system alone and the cost too big for federal, state, or local governments to assume alone. It is a group of education, government, business, volunteer and professional organizations - all working together toward a common goal. It was formed in 1981 to raise awareness of functional illiteracy as one of the nation's most critical problems. As a result, more than 40,000 million Americans have volunteered their time and skills to tutor functionally illiterate adults.

The ***National Coalition for Literacy***, along with members of its steering committee, actively support the operation of a national literacy telephone information and referral service; try to influence public policy at the federal, state, and local levels in support of adult basic education; and provide forums for the exam-ination of relevant research and development projects in adult literacy, and for the discussion of new national literacy initiatives. Finally, ***National Coalition for Literacy*** also tries to assess national needs, identify gaps in services and promote develop-ment of services to meet the needs.

National Council of State Directors of Adult Education (NCSDAE)
200 West Baltimore Street
Baltimore, MD 21201-2595
410/685-7971

The ***National Council of State Directors of Adult Education*** is comprised of state level leaders of adult education from each of the sate adult education agencies (SEA) of the 50 United States, Puerto Rico, The Virgin Islands, District of Columbia, Guam, American Samoa, Northern Marianas, Republic of Palau, Federated States of Micronesia, and Republic of the Marshall Islands. The purpose of this organization is to serve as a catalyst for public policy review and development as it relates to the field of adult education. ***NCSDAE*** maintains an ongoing collaborative relationship with the ***American Association for Adult, Continuing Education***, and ***U.S. Department of Education, Office of Vocational and Adult Education*** towards their common goals to promote expanded professional development of state staff and improved state capacity building.

LEARNING DISABILITIES

Language Skills Therapy
2525 NW Lovejoy Street
Portland, OR 97210
503/227-0671

Language Skills Therapy is an association of approximately twenty-five Orton-Gillingham tutors who serve the Portland, Oregon metropolitan area. The group is thirty years old, and provides testing, consultation and tutoring services for children and for adults.

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
415/341-1515

Learning Disabilities Association of America is a non-profit organization of parents, professionals, and people with learning disabilities that is supported by Federal agencies and national resource facilities. It offers peer support, assistance in forming local and state groups, promotion of self-advocacy, social skills development, and materials such as legislative updates newsletters, and interdisciplinary communications. One of its primary aims is to create awareness that each person with learning disabilities is unique and that many are capable of performing specific jobs while others need accommodations to enhance job performance.

Menninger Center
for Learning Disabilities
Box 829
Topeka, KS 66601-0829
913/273-7500

The Center for Learning Disabilities evolved out of the expansion and development of the psychoeducational service that had been providing in-depth educational assessments to hospital patients, but providing community service on a limited basis only. The establishment of the Center was, in part, a response to increasing local and state-wide requests for assistance in the diagnosis and treatment of learning disabilities. Because social and emotional problems are often concomitant with learning disabilities, the clinical, educational, and medical expertise available in the ***Menninger Clinic*** made comprehensive evaluations for a wide range of learning difficulties for children and adults feasible.

The ***Menninger Clinic and Center*** has produced two videos aimed at early intervention and support for the child and family (See Video Resources).

National Association for
Adults with Special Learning
Needs (NAASLN)
Wallingford Adult Education
Hope Hill Road
Wallingford, CT 06492
203/294-5933

Originating with the First National Congress on Adults with Special Learning Needs, in 1987, and formally established in 1989, the ***National Association for Adults with Special Learning Needs (NAASLN)*** brings focus, direction and support to educators of adults on behalf of students with mental, physical and sensory disabilities. In addition to conducting an annual conference for professionals, advocates and consumers of lifelong learning, ***NAASLN*** publishes a semi-annual journal and a quarterly newsletter, sponsors a ***National Academy for Leadership Development,*** and national task forces on various disability groups and issues, presents a Distinguished Services Award yearly, and maintains a growing directory of national and international members. In 1992 the ***Decade of Disabled Persons*** will end, and the ***Americans with Disabilities Act*** will take effect. Both events underscore the importance of ***NAASLN's*** mission, during the 1990's and beyond.

Requests for ***NAASLN*** literature and membership information may be directed to: Jay Cretella, ***NAASLN*** President, 203/294-5933.

NAASLN description provided by Joseph C. Nardini.

National Center for Learning
Disabilities (NCLD)
99 Park Avenue
New York, NY 10016
212/687-7211

Between 10-15% of the United States population is learning disabled. The ***National Center for Learning Disabilities***, a voluntary not-for-profit organization, helps those affected with this "hidden handicap" to live self-sufficient, productive and fulfilling lives. Many of those in need are children. ***NCLD*** provides resources and referrals to a wide range of volunteers and professionals who touch the lives of the learning disabled.

NCLD's legislative advocacy, publications and training seminars assist parents, educators, physicians, nurses, social workers and psychologists in this country and abroad. ***NCLD*** publications and referrals are provided for American families overseas in the military and the Foreign Service, through the *Family Liaison Office*, and the *U.S. Department of State*.

National Information Center
for Children and Youth with
Handicaps (NICHCY)
P.O. Box 1492
Washington, DC 20013
703/893-6061
1-800-999-5599

The ***National Information Center for Children and Youth with Disabilities*** provides free information to assist parents, educators, care-givers, advocates and others in helping children and youth with disabilities become participating members of the community. ***NICHCY*** operates as a national clearinghouse. It provides referral information, prepared information packets, publications and technical assistance for parents and professional groups. Single copies of ***NICHCY*** materials are free. Many of the materials are available in Spanish and in alternate formats (cassette, braille) for those unable to read conventional print.

The New England Branch
of The Orton Dyslexia Society
(NEBODS)
Linden Hill School
South Mountain Rd.
Northfield, MA 01360
413/498-2906

The ***New England Branch of the Orton Dyslexia Society*** comprises regional groups in Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island and Vermont. Founded in 1968, the Branch holds meetings, conferences, and workshops, often jointly co-sponsored, to share medical and educational expertise about dyslexia. Some of these include ***Project Read***, the ***Joint Conference on Learning Disabilities***, regional group conferences, and an annual dinner meeting.

NEBODS is involved in a variety of activities which help individuals with learning disabilities and their families. They provide individual consulting, award teacher training scholarships, publish a newsletter four times a year, and provide encouragement for support groups. For more information, contact *William Paterson* at the above address.

continued on page 6

The Orton Dyslexia Society (ODS)
724 York Rd.
Baltimore, MD 21204-2540
301/296-0232

The Orton Dyslexia Society, a non-profit organization, was founded in 1949 to continue the work of Dr. Samuel Orton in the study and treatment of dyslexia. It is the only national membership organization exclusively dedicated to this specific learning disability, dyslexia. The Society's 44 branches, located in the U.S., Canada, and Bermuda, are comprised of speech and language therapists and other concerned individuals.

The ***Orton Dyslexia Society*** believes all individuals have the right to achieve their potential, that individual learning abilities can be strengthened and that social, educational, and cultural barriers to language acquisition and use must be removed.

Wilson Language Training Center (WLTC)
4-B Evergreen Lane Rt. 140
Hopedale, MA 01747
508/478-8454
1-800-899-8454

The ***Wilson Language Training Center*** was founded in 1985 to meet the needs of students with language-based learning disabilities. The Center's main focus is "older students" (jr. high through adult). Located in Massachusetts, the Center published the ***Wilson Reading System (WRS)*** in 1988. ***WRS*** is a complete reading and spelling program written specifically for adults with language-based learning disabilities. Organized in twelve steps, the ***Wilson Reading System*** incorporates the principles of ***Orton-Gillingham Instruction***, a long proven method for dyslexic students.

The ***Wilson Language Training Center*** has collaborated with several literacy programs to address the needs of their language disabled population. The Center conducts workshops for literacy programs throughout the country.

Examples of Collaborations

The following are examples of collaborative efforts between Literacy and Learning Disability organizations. These successful endeavors exemplify the wide variety of ways in which collaboration is possible.

The Center for Neuropsychology and Learning Disorders and **Dorcas Place**
439 Benefit Street
Providence, RI 02903
701/751-7888

The ***Center for Neuropsychology and Learning Disorders*** is an association of independent clinicians in private practice who diagnose, treat, and offer support services to children, adolescents and adults with learning disabilities.

Dorcas Place is an inner-city literacy center in Providence, Rhode Island teaching reading, writing, and spelling skills to women, ranging from total nonreaders to those in need of preparation for GED. Funding comes from contributions and grants. It also has an outreach program which lines up students — men and women — with volunteer tutors.

The Center has collaborated with ***Dorcas Place*** since its inception. It evaluates students at ***Dorcas Place*** if their instructors suspect learning disability. It offers individual instruction for those too severely disabled for volunteers to handle. It trains ***Dorcas Place*** staff in teaching strategies specific to learning disabilities. Presently, it is involved in a research project to determine what percentage of literacy problems is caused by learning disabilities. A by-product of the research will be the development of a battery of screening tests for learning disabilities that ***Dorcas Place*** staff can administer themselves.

Correctional Education Association/PBS Adult Learning Satellite Service
8025 Laurel Lakes Court
Laurel, MD 20707
301/490-1440

The ***Correctional Education Association (CEA)*** and the ***Public Broadcasting Service Adult Learning Satellite Service*** have collaborated to produce an educational program designed to address the fact that millions of educationally handicapped adult Americans have no where to go for the educational help they need to survive in today's society. The program is called ***Special Adult Learner*** and was recently a nationally televised interactive teleconference that aired on local Public Television Stations across the country. Experts in the field of adult education instructed on how to identify the hearing impaired and those students with visual perception problems in a classroom setting. They also explored instructional strategies for students and demonstrated their implementation. Although this program has been designed for correctional education instructors, all teachers of adult students can benefit from this information. A tape of the program is available through the Correctional Education Association.

Indiana University/ Indianapolis Network for Employment (iNET)
School of Education
W.W. Wright Education Bldg.
3rd and Jordan
Bloomington, Indiana 47405
317/274-5555

For the past two years, the ***Reading Practicum Center*** at ***Indiana University Bloomington*** has participated in the *Indianapolis Network for Employment and Training's* ***Indianapolis Model to Increase Literacy***

Levels of Workers and Potential Workers. Project efforts were directed to creating an employment-focused model literacy program. It is an effort to address how to effectively use the limited time available to adult workers for basic skills acquisition, application of basic skills learned to the workplace.

The ***Reading Practicum Center*** has provided personnel to conduct inservice and support for the development of an adult literacy system to prescribe learning treatments. They have worked together to develop a taxonomy which will be useful in a broad spectrum of workplace sites, with the possibility of national application after the current project is completed. The application of such expert systems appears promising.

The Menninger Center for Learning Disabilities/ Topeka Literacy Council
Box 829
Topeka, KS 66601-0829
913/273-7500

The ***Menninger Foundation*** and the ***Topeka Literacy Council*** have a standing arrangement that allows any two members of the ***Topeka Literacy Council*** to take any of the ***Menninger Learning Disabilities*** workshops four times a year. Literacy tutors have taken advantage of this offer to learn multi-sensory teaching techniques.

Minnesota Literacy Council/ Learning Disabilities Association
475 North Cleveland Avenue
Suite 303
St. Paul, Minnesota 55104
612/645-2277
Minnesota only:
1-800-225-READ

The ***Minnesota Literacy Council (MLC)***, a state literacy office and the ***Learning Disabilities Association (LDA)*** sponsored four Regional Tutor Inservices during the fall of 1990 and spring of 1991. The collaborative project was funded by the *State Department of Education 353 Federal Grant.*

LDA provided three Level I (intermediate) and one Level II (advanced) regional tutor inservices. They were offered to tutors who had completed a core tutor training workshop, were currently tutoring adult learners with a learning disability, and were willing to pilot new materials with their learners. All training instructors were Laubach certified. The four hour inservice sessions focused on techniques for adapting the tutoring lessons to meet the particular needs of learners, and identifying patterns of learning that work for learning disabled adults.

Local literacy projects who hosted the inservice training registered approximately 25 tutors each. There was a follow-up component in which tutors and coordinators evaluated the effectiveness of the training and the impact it has had on learner progress and goals. As a result of the training provided, tutors requested a higher level of training inservice to build on skills already developed. There are plans for five additional inservices to be offered over the next year, two of which will be Level II. For more information, please contact *Laura Jaegar*, Program Director, Minnesota Literacy Council, 612/645-2277.

New Jersey Branch of the Orton Dyslexia Society/Wilson Learning Center
201/347-1984

One example of collaboration involves the ***New Jersey Branch of the Orton Dyslexia Society*** with the ***W.T.C.*** in cooperation with other ***Literacy Programs in New Jersey***. The ***NJBODS*** is sponsored a two-day workshop in the Wilson Reading System to help literacy personnel develop a better understanding of multisensory teaching techniques for dyslexic adults. The workshop was conducted by Barbara and Ed Wilson. The ***NJBODS*** has made adult education a priority for the upcoming year.

Pittsburgh Literacy Initiative/ Goodwill Industries
2600 East Carson Street
Pittsburgh, PA 15203
412/481-9005

The ***Pittsburgh Literacy Initiative*** and ***Goodwill Industries of Pittsburgh's*** Fundamentals Adult Literacy Program have recently merged in order to better meet the needs of adult learners in the Greater Pittsburgh area. They will be collaborating to train tutors for both learning disabled adults and the general adult population, as well as special populations, including the incarcerated and members of alcohol and other drug rehabilitation centers.

In addition, workplace literacy programs will offer assessment, referral to area literacy providers, one-to-one tutoring and small classes with job specific curricula.

Wilson Language Training Center/Literacy Volunteers of Massachusetts/New England Branch of the Orton Dyslexia Society
508/478-8454

Roberta Soolman, Executive Director of ***Literacy Volunteers of Massachusetts (LVM)*** and *Barbara Wilson*, Director of the ***Wilson Language Training Center*** have worked together to devise a project plan to address the language-disabled adult population at selected ***Literacy Volunteer of Massachusetts*** program sites. *Roberta Soolman* recognized the need to address the dyslexic population among non-reading adults. She realized that many students in literacy programs are likely undiagnosed dyslexics.

A one-year study is evaluating the effectiveness of volunteer tutors introduced to multisensory structured language techniques using the ***Wilson Reading System***. Five literacy sites are

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participating. The sites are Boston, Lowell, Quincy, Norwood and Framingham, Massachusetts.

Criteria was established for student selection. All sites conducted pretesting in order to determine student participants at each site. Students with characteristics that indicated a language-based learning disability were chosen. A screening process devised by ***Wilson Language Training*** was used for this purpose.

The student/tutor pairings were divided into two groups. One group of tutors had the ***Literacy Volunteer's*** training without any ***Wilson Learning Center*** workshops. This training presents various approaches to reading instruction including language experience, phonics, word patterns and sight-word teaching. These volunteers are applying these methods of instruction. The second group of tutors attended a two-day workshop conducted by staff from the ***Wilson Language Training Center***. This workshop presented an overview of dyslexia, appropriate multi-sensory teaching techniques and the ***Wilson Reading System***. These volunteers are independently using the ***Wilson Reading System*** with designated students.

The ***New England Branch of the Orton Dyslexia Society (NEBODS)*** has given ***LVM*** a $1000 grant to purchase some of the Wilson materials for the project. ***NEBODS*** recognizes the need to support literacy efforts as it believes that many of the 27 million functionally illiterate adults in the U.S are indeed undiagnosed dyslexics.

The one-year study collaboration project will conclude with post testing of students. This will be completed in order to determine reading and spelling progress. The results of this pilot project will be published in the spring of 1992.

Adult Basic Education for the Learning Disabled (ABE/LD), Upper Midwest Branch of the Orton Dyslexia Society, Learning Disabilities of Minnesota and the St. Paul Academy and Summit School
580 University Avenue
St. Paul, MN 55203
612/290-8332

Adult Basic Education for the Learning Disabled is a 6-year old program which is part of St. Paul, Minnesota's Community Education. Its goals are to provide intake assessments which can determine if a suspected learning disability is hampering the learner's progress and to provide a carefully structured learning situation which will ensure that basic skills will be mastered. 35-40 metro area learners, who range in age from 23-58, participate in the small group, intensive classes each quarter. Reading, spelling and writing are taught using ***Orton Gillingham***, a systematic, multisensory, phonetic approach as the basis. Students read materials based on needs and interest. They learn to write checks, phone messages, notes, friendly letters and business letters. Progress is monitored by pre- and post-tests.

In addition, the learner is a part of a team which works together to set goals, watch over progress and support him. This team includes the ***ABE/LD*** teacher and often, includes another teacher, counselor, insurance agent, or significant other. It may help with career ideas, health problems, child care, transportation, locating appropriate schools, GED preparation, etc. A more formal support group, which meets twice a month, has also been developed by a small group of the students and is now a collaborative project sponsored by the ***Upper Midwest Branch of the Orton Dyslexia Society, Learning Disabilities of Minnesota*** and ***St. Paul Academy and Summit School***. This group offers seminars in self-esteem, self-advocacy, study skills, careers,etc. (Please see Successful Learner Histories from ABE/LD on page10.)

Administrators and teachers in the St. Paul Public schools have recognized that adult learners may require different approaches to reach their goals. Adults with learning disabilities often need a highly structured approach which incorporates multisensory teaching. They often need more repetition, feedback and eliciting questions from trained teachers. They need guidance and support from other adults with disabilities and from trained professionals. These elements, in a structured program which cooperates with other agencies and programs, help assure that learners with disabilities will reach their goals and become the literate, successful, employed people they want to become.

"A new reader is like a rose: at first it is tight and closed like a bud, but with the support from these (support) groups they blossom and become a new person."

Anna Mae Kuchta

Success Profile

ANNA MAE'S STORY

At age 36, when she was the single mother of two teenagers, Anna Mae Kuchta learned that she was deaf in one ear and had dyslexia. The problem had led many who knew her during the early years of her life, including her own mother, to say she was mentally retarded. She spent eight years of her life in a place she knew she didn't belong - a home for mentally retarded children.

Anna Mae married at age eighteen, and had two children. She knew the importance of books and emphasized this to her children. When her son was in high school she confided in one of his teachers about her reading problem. The teacher referred her to literacy classes at the local learning center. This was the beginning of Anna Mae's journey to becoming a new person.

Four years later, Anna Mae's reading skills have jumped from a first grade level to a fifth grade level. She intends to stick with her adult literacy program until she can get her GED. She started a New Reader Support Group on Pittsburgh's Southside three years ago. She is working to start these support groups throughout the country. In 1990, Anna Mae attended the Literacy Action conference in St. Louis where she spoke about how to organize a support group. She is currently a VISTA Volunteer and holds a staff position with Pittsburgh Literacy Initiative of Goodwill Industries. Anna Mae is also a consultant for Laubach Literacy Association and has appeared as a guest on the Joan Rivers show.

Anna Mae has recently written a comprehensive book called ***Forming a New Reader Support Group***, (co-written by Beth Valentine Pelligrini and Judith Aaronson). It is available for $10 through Pittsburgh Literacy Initiative of Goodwill Industries, 2600 East Carson St., Pittsburgh, PA 15203, 412/481-9005. Ask for Anna Mae Kuchta.

Reproduced with permission from Anna Mae Kuchta and the Pittsburgh Literacy Initiative of Goodwill Industries.

Anna Mae Kuchta with members of her New Reader Support Group

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Glossary

Categories of learning disabilities

The term "learning disabilities" is an umbrella term that describes a variety of disorders. It can be seen as a heterogeneous group of learning problems that includes a wide range of problems, varying in severity. (Park, 1989; Cruickshank, 1984). Within this range of learning problems, there are several distinct categories. For the sake of brevity, these categories are simplified. The categories are:

Visual perception: difficulty receiving and processing information through the sense of sight. These individuals do not have a physical impairment which affects their ability to obtain information visually; they simply cannot perceive symbols as written. Some examples of specific visual perception problems are: dyslexia (seeing letters and/or words in reverse order); dysgraphia (severe problems with handwriting); dyscalculia (severe difficulty with mathematics) (Scheiber & Talpers, 1987); lack of visual discrimination (the ability to tell the difference between two similar objects); and visual figure-ground (the difficulty discriminating an object from a background of other objects) (Brown, 1984).

Auditory perception: the inability to accurately perceive information through one's hearing. Often a person with auditory perception problems cannot differentiate between similar sounding words and has extreme difficulty following oral instructions (Scheiber & Talpers, 1987).

Spatial and time perception: not having a sense of where you are in relation to other objects or a sense of time. Some examples are problems with vestibular sense (balance, left and right); proprioceptor sense (determines how you know where you are in space); and tactile sense (problems holding a pencil, turning pages of a book, knowing how hard to press a pencil). These problems manifest themselves in a person's inability to judge distances or to follow directions in familiar surroundings, or to be on time for appointments (Cruickshank, 1984; Park, 1989; Scheiber and Talpers, 1987).

Perceptual motor: having difficulty coordinating the body to perform an intended task. Students with gross motor problems may have trouble walking and participating in sports. Others with fine motor difficulties experience problems writing, cutting with scissors, buttoning, and zipping (Mercer, 1987).

Memory: involves a failure to remember auditory and visual stimuli. This disability appears to affect the recall of information in short term memory. The student usually exhibits difficulty retrieving information

Successful Learner Profiles from ABE/LD, St. Paul, MN

Bill dropped out of high school in the 11th grade after being told he did not qualify for help. He says, "I couldn't even find a can of tomato soup at the store because I couldn't read the labels, but they told me I was too smart to get help with reading." Now in his late 30's, as a successful construction worker and owner of his own business, Bill has decided that it is time to learn to read and write. A reading specialist at ***St. Paul's Technology for Literacy Center*** (***TLC***) referred him to ***ABE/LD*** when she suspected a learning disability. At his intake inter-view, Bill described himself as angry, frustrated and "stupid." He had difficulty spelling words such as "sob" and "ditch." His reading level was about 4th grade.

Bill has difficulty with visual memory for words and letter sequences. His embarrassment prevented him from becoming a part of a small group at first, so he worked with a trained teacher 1-1 for one quarter. In spite of much interference from family difficulties, Bill persisted for two years. He is now aiming for his GED, writes polysyllabic words and is capable of writing notes and letters. He reads the paper and the ***Reader's Digest***. He spends extra time, when he can, helping other members of his small group at ***ABE/LD*** and has even considered volunteering to help "beginners." Bill is active in the ***Adult Dyslexic Support Group*** and hopes that his openness will help others who are like him. He has been supported in his efforts by the ***TLC*** teacher, two teachers at ***ABE/LD*** and co-learners. He sees others reach out to help him. Now he wants to help others.

••••

Julie is the mother of four. She did not finish high school and has always worked hard to support her children. Her counselor at a city agency saw her struggle with pre-GED classes and referred her to ***ABE/LD***. While her reading level was in the junior high range, her spelling and paragraph structure were much lower. Dyslexic tendencies and difficulty sequencing ideas hampered her progress in writing. She attended classes at ***ABE/LD*** for a year. Meanwhile, she explored career options with her teacher and her counselor and worked with more pre-GED classes. Her instructor at ***ABE/LD*** provided direct instruction and lots of practice with spelling, writing sentences and paragraphs. This summer, Julie passed her GED and is applying for course work at a community college.

that must be memorized, such as spelling and mathematical operations (Cruickshank, 1984).

Sequencing: inability or poor grasp of sequence. This disability affects the ability to perform sequenced tasks, like getting dressed, running machinery, performing procedures (Cruickshank, 1984).

Sensory integration: the ability to integrate information from different senses. For example, a student cannot associate the sound "a" with the symbol "a" when written. This disability affects the ability to handle multi-sensory input (Cruickshank, 1984).

Language and communication: damaged language and communication functions. These functions convey stimuli inappropriately. For example, this disability will be exhibited as poor speech or inner conversation (Cruickshank, 1984).

Attention: inability to focus or shut out background stimuli. The disability may be related to figure-ground discrimination problems and to rate-of-processing problems (such as the ability to repeat polysyllabic words) (Cruickshank, 1984).

Characteristics of learning disabilities

An adult educator may become aware that a student is learning disabled in a number of ways. One of the primary ways is because the instruction is not working or that the student comes into the adult program with a documented record of school failure. Often it is difficult to tell if the learning problem is truly a learning disability. Some signs of a learning disability may be:

Marked difficulty in reading, writing, spelling, or math compared to average or superior ability in other areas.

Poor handwriting. May print rather than use cursive.

Has trouble listening to a lecture and taking notes at the same time.

Easily distracted by background sounds or visual stimuli. Difficulty paying attention or remaining focused.

Displays excessive anxiety, anger, or depression because of frustration with performance.

Confuses similar letters ("b" and "d" or "p" and "q"). Confuses similar numbers ("3" and "8", "6" and "9").

Confuses order of letters in words ("was" for "saw" or "the" for "teh"). Has trouble with the sequence of letters "51" for "15".

Poor spelling. May misspell the same word several different ways.

Poor social skills. Misinterprets voice tone, body language, personal distance, social situations.

Disorganized, clumsy, forgetful. Disoriented in time.

(Adapted from Donnels & Franklin, cited in Scheiber & Talpers, 1987).

Taken from ***Helping Adults Learn Learning Disabilities Viewer's Guide***, AdvancE, PDE Resource Center, 333 Market St., Harrisburg, PA 17126-2283, 1-800-922-2283

Editorials

LEARNING DIFFERENT

One of the most difficult things about being LD (learning and living different) is that others do not understand your perspective. No matter how hard they try they cannot see the world with your eyes, hear with your ears, or understand with your mind. The predicament is complicated because labels usually indicate one difficulty and the individual with a learning disability usually has many difficulties but only the most obvious is identified and dealt with. Like five blind men who describe an elephant by the part they are touching, so individuals describe being learning disabled from the perspective of that difficulty which affects them the most. Other people also think that the one aspect is what constitutes being LD. These over generalizations present people with learning differences and the individuals who work with them with many difficulties.

Some see language as the most frustrating area of functioning, while others have problems with a short attention span, memory problems, or inappropriate social behavior. All of these are characteristics of learning disabilities, but none of them alone constitute a learning disability. Non-LD individuals need to realize that although an individual has difficulty with reading or writing there are also other places where the difficulty may surface. Problems in writing which are the result of difficulty in sequencing can also result in difficulties in logical thought process and behavior. Tolerance and understanding are needed to enable the individual with a LD to live more comfortably in our society. Conformity for the sake of conformity, either self-imposed or externally imposed, can contribute to individuals with learning disabilities feeling frustrated and bad about themselves.

Editorials *(continued)*

LEARNING STRATEGIES

There is a lot of discussion these days about what is important for learning disabled students to learn. Many teachers focus on the academic errors that LD individuals demonstrate, and attempt to remediate those errors. Other educators believe that it is important to find ways around (compensation) the academic deficits of LD students. A combination of both approaches is probably the best strategy for maximizing the education of individuals with learning disabilities. It is essential that every learning disabled (different) student be taught the things they do not know. However, educators must recognize that the disability can make some things impossible or impractical to learn.

Developmental delay is sometimes a part of the learning disability. Because of this some students may be able to learn things at a later time. Teachers should never feel or communicate to a student that they cannot learn something. With this in mind educators can try reintroducing skills and information at various times during a student's education. A child at age 12 may not be able to grasp a concept but at age 17 be able to do so.

However, sometimes the teacher needs to show students how to avoid situations in which they are likely to make mistakes. In other cases, they need to explain to the LD student why they make the errors and why they do not have to worry about them. An example will illustrate the concept. Many learning disabled students have difficulty with abstract concepts. Instead of trying to teach them to think abstractly, a teacher should help them to learn to seek out or develop for themselves concrete examples which will provide them with the understanding they need about the abstract concepts being discussed. Often it is a more time effective way of dealing with their learning difference and it is less frustrating for them because it is using their natural talents rather than relying on a weakness. This same principle can be applied to many of the academic errors which are associated with learning disabilities.

Provided by ***Learning disAbilities Consultants****, Newsletter Editorials 1983 - 1989, written by Dr. Richard J Cooper, PhD. P.O. Box 716, Bryn Mawr, PA 19010. 215/525-8336*

The staff of ***Learning disAbilities Consultants*** *directed by Richard Cooper, Ph.D., established as a consulting and counseling service. The staff assists learning disabled children, adolescents, adults, and parents to deal with the difficulties associated with learning differences, problems and disabilities. Individual tutoring and counseling encompassing academic, career, and personal development is*

Video Resources

Strengths and Weaknesses: College Students with Learning Disabilities

Color, 28 minutes.

Four students share their experiences and feelings and four professionals explore possible adjustment and compensation relative to learning disabilities. The students emphasis on what they can do provides optimistic prognoses for their academic survival.

For further information:
Altschul Group, 930 Pitner Avenue, Evanston, IL 60202, 312/326-6700.

Dyslexia, the Hidden Disability

60 minutes.

This is a documentary that examines the history, symptoms, possible causes and successful techniques for dealing with this widespread learning disability. Even though experts have been aware of this problem for many years and an estimated one in ten people have some form of dyslexia, most educators are not trained to recognize its symptoms or deal with dyslexic students' special needs. ***Dyslexia: The Hidden Disability*** is designed for teachers who feel unprepared to recognize or help the dyslexic student, for parents who suspect dyslexia in their child, and for individuals who work in the field. Cost $85 for 1/2" VHS, $115 for 3/4".

For further information:
Grand Rapids, Community College, Media Services, 143 Bostwick, N.E., Grand Rapids, MI 49503, 616/771-3830.

All Children Learn Differently

30 minutes.

This video is narrated by *Steve Allen*. Professionals, parents and students present some innovative approaches to the remediation of

learning disabilities, and the need for the right professional team.

For further information:
Orange County ACLD, P.O. Box 25772, Santa Ana, CA 92799.

Understanding Attention Deficit Disorder
45 minutes. Produced by Cablevision of CT, 1988. Simon Epstein, M.D.

This video is a comprehensive general introduction to ADHD. It covers the history, symptoms, methods of diagnosis and the three approaches used to ameliorate the problem: special education, medication and therapy for the patient and family. The last fifteen minutes deals exclusively with differences in diagnostic methods and other aspects of working with adults with ADHD.

For further information:
CACLD, 18 Marshall St. S., Norwalk, CT 06854, 203/838-5010.

Characteristics of the Learning Disabled Adult
17 minutes.

An awareness interactive video designed by the New York State Education Department to assist adult educators in recognizing characteristics and instructional needs of learning disabled adults.

For more information, contact:
Dr. Mary Palomar, Director of Special Education Nazareth College of Rochester 4245 E. Avenue, Rochester, New York 14610, 716/586-2525.

I'm Not Stupid
color, by Gannett Broadcasting Group, 51 minutes.

This video provides an enlightening and heartening introduction to and overview of the nature of learning disabilities. The documentary explores the mystery and dispels many of the myths of learning disabilities in both children and adults, and offers inspiring examples of some who have successfully overcome their learning disabilities.

For further information:
LDA, 4156 Library Road, Pittsburgh, PA 15234, 412/341-1515.

How Difficult Can This Be? Understanding Learning Disabilities Through the F.A.T. City Workshop
70 minutes.

This film features a unique workshop wherein adults have the opportunity to experience learning disabilities firsthand. The frustration, anxiety, and tension that LD children face daily is demonstrated through a series of simulations. The participants are professionals (teachers, social workers, psychologists) and parents of learning disabled children. Following the workshop, the participants reflect upon their reactions to the experience and how it will change the way that they deal with LD children at home and in the classroom. The video is available for purchase only from PBS Video, for $39.95 and comes complete with a teachers guide.

To order call:
1-800-344-3337

The Menninger Clinic and Center Videos

The ***Menninger Clinic and Center*** have produced two videos aimed at early intervention and support for the child and family. Both videos are described below:

Learning Disability: A Family Crisis
45 minutes, Purchase: $165, Rental: $45.

When a child's learning disability is discovered, the family may experience an emotional crises. This videotape dramatizes what happens in the family of an eight-year-old boy when his learning disability is diagnosed by school staff. The multifaceted process of identification and treatment is complicated by the emotional reaction of the parents, who must struggle to come to terms with their child's disability. Parental support is a key factor in the successful treatment of learning disabilities. The video describes strategies that teachers, special educators, school psychologists, counselors and other mental health professionals can employ to reduce stress and enhance the family's ability to cope effectively. Professional commentary is provided by a range of recognized national experts.

Homework and Learning Disabilities: A Common Sense Approach
34 minutes, Purchase: $99, Rental: $45.

Children with learning disabilities encounter special difficulties when doing homework. Positive, practical techniques offer a solution to many homework problems. This video will help: clarify responsibility between teachers, parents, and students; establish structure and routine lead to better study habits; develop abilities and study techniques to maximize learning; and help children make the most of their strengths and abilities. This common sense approach to homework fosters cooperation between home and school, while working for the ultimate benefit of the child.

For further information:
The Menninger Clinic and Center for Learning Disabilities, 1-800-345-6036.

PENN STATE

Film and video from Audio-Visual Services , University Division of Media and Learning Resources
1-800-826-0132

The Helping Adults Learn Series 1 & 2

Produced by Penn State Television / WPSX-TV in association with the Institute for the Study of Adult Literacy in the College of Education at Penn State.

Designed for in-service use by teachers in adult literacy, adult basic education, and general educational development programs. Through interviews with practitioners, theorists, and adult students, the programs in the series provides teachers and tutors with the knowledge they need to attack the problem of adult literacy more effectively. An instruction guide is included with each tape.

Tapes may be purchased/rented either individually or as series:

HELPING ADULTS LEARN: Titles from SERIES 1:

Who Are Your Students?

1985, 28 min., #34304. Sale: 1/2" $110, 3/4" $130 Rental: $18.50.

Explores the characteristics of adult students, their motivations, the barriers that they face in receiving an education, and the challenges and opportunities that they present to teachers.

Communicating With Your Students

1985, 28 min., #34305. Sale: 1/2" $110, 3/4" $130, Rental: $18.50.

Communication — from how a lesson is presented to the personal relationship between teacher and student — assumes new importance in the adult classroom. This segment examines specific communication techniques needed to reach adult learners.

Counseling for Adult Learners

1985, 28 min., #34306. Sale: 1/2" $110, 3/4" $130, Rental: $18.50.

Adult learners often bring personal problems to the classroom. Their concerns can present a serious block to learning unless the teacher knows how to counsel adult students and how to use their problems and worries as building blocks of instruction.

The above series for one price, three programs on one tape (#90192):Sale: 1/2" $285, 3/4" $315, Rental: $50.50.

HELPING ADULTS LEARN: Titles from Series 2:

Students' Needs: An Instructional Resource

1986, 28 min., #34723. Sale: 1/2" $140, 3/4" $160 Rental: $20.50.

This video demonstrates how some tutors and teachers incorporate their students' day-to-day needs into the curriculum. It is the theory of the program that seeing the practical results of learning gives adult learners a way to gauge their educational accomplishments and inspires them to learn more.

Language Experience Approach

1986, 28 min., #34724. Sale: 1/2" $140, 3/4" $160 Rental: $20.50.

An in-depth analysis of one method for teaching remedial reading that is designed to build on a student's prior knowledge and experience. The program demonstrates the method in both a tutoring and a group-learning environment, and incorporates interviews with teachers and students.

The above Series 2 price, 2 programs on one tape (#60823): Sale: 1/2" $230, 3/4" $250.

Also produced by ***Penn Sate Audio-Visual Services:***

Family Literacy: The Learning Triangle

1990, 29 min., (#36028). Sale: 1/2" $145, 3/4" $165 Rental: $16.50.

This film defines and illustrates a family literacy program based on the principle that the strongest educational intervention strategy treats both the low-literate parent and the child within the mutual support system of the family. The "learning triangle" framework for this program consists of: 1 - the parent as learner, 2 - the child as learner, and 3 - the parent as teacher. The program shows four successful, innovative family literacy programs in Pennsylvania, describes the key issues in establishing a program, and makes recommendations for successful program implementation.

Helping Adults Learn: Adult Learning Disabilities

One of the most perplexing issues for educators dealing with learning disabled adults is that most of the research and recommendations for practice are from a child-based perspective. Just as adult learners are not simply grown up children, LD adults have complex needs different from those of LD children. This program includes a discussion of the definition of a learning disability as well as methods of identifying a student with a learning disability and strategies being used to help students overcome their disabilities. This video is new, and at the time of publication information concerning its availability was limited. For more information phone: 800-826-0132.

To Order:
Audio-Visual Services,, The Pennsylvania State University, Special Services Building, 1127 Fox Hill Rd., University Park, PA, 16803-1824, 814/865-6314, *or call Toll-Free:* 800-826-0132

The ABC's of Learning Disabilities

Produced by Carolyn Trice for the American Federation of Teachers, 45 minutes, VHS format.

Narrated by *Mary Banbury* of the Special Education Department of the University of New Orleans. This film illustrates the case histories of four learning disabled students with various learning difficulties. Their failures are discussed and the successful ideas implemented to assist them in dealing with their learning disabilities are described.

Available for two week loan.
Please send a letter of request to:
Scott Pryor, American Federation of Teachers, 555 New Jersey Ave., N.W.
Washington DC, 20001.
202/879-4458

Gifts of Greatness

60 minutes, VHS format, written and directed by Joyce Bulifant.

A positive look at learning differences. Starring: *Ed Asner, Patty Duke, Danny Thomas, Stephen J. Cannell, Julie Harris, Jack Warden, The Lennon Sisters*, and the children of ***Landmark School***. An inspiring musical/drama highlighting the lives of great people who overcame dyslexia. The cost is $35.

To order contact:
Amy Roediger, Landmark West School, 5461 Louise Ave., Encino CA, 91316.
818/986-5045.

Dyslexia: The Challenge and the Promise

10 minutes, VHS format, sponsored by the New England Branch of ODS. Executive producer: Emi Flynn, ODS Board member.

A group of adults and one child explain their personal experiences as dyslexics. *Drake Duane, M.D.* appears briefly to explain what the word dyslexia means. *Albert Galaburda, M.D.* describes his work at the Lab at Beth Israel Hospital in Boston. The film gives a description of dyslexia. *Charles Drake* from the Landmark School and *Alice Garside* from the Carroll School also appear. The cost is $30, which includes postage and handling.

To purchase contact:
Emi Flynn Hamilton School at Wheeler, 216 Hope Street, Providence, RI 02906.
401/421-8100.

Learning Disabilities Resources**, a division of **Learning disAbilities Consultants directed by *Richard Cooper*, Ph.D., develops and distributes a variety of items, including video tapes which can be helpful to individuals with learning differences and to the teachers and parents who work with them.

Presentations by Dr. Cooper - Videotaped

A number of Dr. Cooper's presentations have been video taped. The quality of these tapes vary but the content is informative. We are making these tapes available for a fee which covers the cost of duplication and shipping. They can be purchased for $10. Titles include, ***Parent Teacher Meeting Discussing Learning Differences and Instructional Techniques: Faculty Training Session***, Presented at a community college; ***Problem with Social Skills***, Presented to a parents group; and ***Math Learning Disability — How it affects learning math***.

Concentration Video

This instructional video provides a perspective about attention problems. Dr. Cooper discusses different types of attention problems — their causes, effects and suggest a solution to some of these problems. The second part of the video concentration contains concentration exercises designed to help the person with an attention problem to improve his or her ability to concentrate and focus. *Price $ 19.95 plus Shipping $2.00.*

To order Dr. Cooper's videotapes, phone: 1-800-869-8336.

Indiana University Audio-Visual Center, at Bloomington, Indiana offers a comprehensive 13 page catalog of 16mm film and videocassettes available for rental. The catalog is called ***Disabilities and Special Education***. Film and video materials from Indiana University are available to all recognized schools, institutions, and organizations, as well as responsible individuals throughout the United States. Catalogs are available by calling toll-free: 1-800-552-8620, or 1-800-942-0481 (in Indiana).

For other information and questions call: 812-855-2103.

Audio tapes of ***Dr. Cooper's Presentations***.

These tapes are not professionally recorded, but the content is good. We are currently reviewing these presentations and making the best available. *To order*, phone: 1-800-869-8336.

Relaxation and Self-Improvement tapes are now available. Thirty minutes each side, $9.95 each, set of three $24.95, or four tapes for $31.95. Titles include: ***Stress Reduction, Test Anxiety Reduction, Self Confidence Building***, and ***Improving Concentration***.

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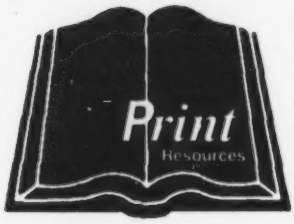

PRINT

The following books provide the current information on learning disabilities. Many can be ordered from ***Learning Disabilities of America (LDA), 4156 Library Rd., Pittsburgh, PA 15234****. A complete list of books and publications is available upon request. 415/341-1515.*

Preventing Special Education, Lawrence Lieberman
L.D. in Home, School, and Community, *W. Cruickshank*

Inside Out or Outside In? (Perceptions of the Learning Disabled Young Person), *B. Kruger Smith*

Steps to Independence For People with Learning Disabilities, *Dale Brown*

Three Approaches to Diagnosis and Education
How To Live 'Til Friday (A Handbook of Practical Teaching Strategies for Use In Any Classroom), *Bickart/ Donohue/Gornick/Grassi/Peters /Rowan*

Living With a Learning Disability, *Barbara Cordoni*

Developmental Variation and Learning Disorders, *Melvin Levine*

The Tuned-in, Turned-on Book About Learning Disabilities, *M. L. Hayes*

The following are publications recommended by Ms. ***Jean Petersen****, the National Executive Director of Learning Disabilities Association of America:*

Phonic Remedial Reading Lessons, *Kirk, Kirk, Minskoff,E.*, $15.00.

Learning Disabilities Theories, Diagnosis and Teaching Strategies, *Learner, J.*, $41.99.

How to Help Students Overcome Learning Problems & LD (2nd Edition), *Young & Savage*, $25.00.

Negotiating the Special Education Maze: A Guide for Parents and Teachers, *Anderson, Chitwood, Hayden*, $12.95.

Reading Comprehension Instruction: Issues & Strategies (1990), *Maria, K.*, $27.00.

Handbook on the Assessment of Learning Disabilities - Theory , Research, and Practice, *Swanson, H.*, $37.00.

Complete Learning Disabilities Handbook Ready - to - Use Techniques for Teaching Learning Handicapped Students (1989), *Hartwell, J.M.*, $28.00.

Learning Disabilities: The Interaction of Learner, Task and Setting (1991), *Smith, C.R.*, $36.00.

OTHER PRINT RESOURCES

Suggestions for Further Reading from "Helping Adults Learn, Viewer's Guide":

Academic assessment and remediation of adults with learning disabilities by C.A. Hoy & G.K. Noel

A series of monographs on assessment and remediation are available through ERIC. Several of the monographs are valuable to practitioners by providing assessment strategies and specific remediation techniques. These are:

1. (ED 285 352) **Appraisal and Assessment of Learning Disabilities**. This booklet covers assessment techniques, the nature of assessment as an ongoing process, and the role of observation and interviewing. A 7-step evaluation technique is included.
2. (ED 285 353) **Assessment and Remediation of Oral Language**.
3. (ED 285 354) **Assessment and Remediation of Written Language**.
4. (ED 285 355) **Assessment and remediation of Reading**.
5. (ED 285 356) **Assessment and Remediation of Math**.
6. (ED 285 357) **Occupational and Career Information**.

Adults with learning disabilities: An overview for the adult educator. Information paper no. 337. by *J. M. Ross-Gordon*

This Adult & Vocational Education Clearinghouse ERIC publication is a thorough and clear discussion of adult learning disabilities. Topics include: definitions, problems faced by LD adults, assessments, interventions, policy development, and research needs.

Assessment in special and remedial education by *J. Salvia & J. E. Ysseldyke*

This book provides an excellent guide to many different kinds of assessments for learning disabled adults and children. In addition to specific discussions of tests, it includes chapters on "Basic considerations in assessment," "Legal and ethical considerations in assessment," and "Basic concepts of measurement." It includes tests of intelligence, sensory acuity, oral language, perceptual-motor skills, personality, and achievement in different content areas.

ETS Tests Collection: Annotated Bibliography of Tests. Part 15. Identification of learning disabilities. Princeton: ETS.

Contains descriptions of numerous tests and screening tools that may be useful for assessing adult learning disabilities. A major caution in using this tool is that the tests are not evaluated and no reliability

or validity information is included. Where appropriate, evaluation or review articles are cited.

Handbook for the teaching of beginning adult learners and/or adults with learning problems
by *E. D. McAllister and A. C. Bickley*
ERIC Publication Document No. ED244122

The purpose of this manual is to help literacy instructors to understand and teach learning disabled and learning different adults. It contains some useful assessment tools of auditory perception/discrimination; visual perception/discrimination; modalities; cognitive style; verbal vocabulary, reading comprehension, and math skills. It also illustrates teaching methods that may be useful. Additionally, it contains a structure interview that helps elicit information from students about their perceptions of their learning strengths and problems.

Peterson's guide to colleges with programs for learning-disabled students, second edition, by *C. T. Mangrum II and S. S. Strichart, Eds.*

A valuable guide to LD adults who are interested in selecting a college that will meet their needs as LD learners. Lists colleges with special LD programs. Contains general information about the program plus a description of the LD program including availability of services, admissions procedures, diagnostic testing, tutoring, basic skills remediation, academic advisement, aids and services, counseling services, special courses, and how to contact.

Self-esteem exercises: Learning disabilities curriculum
TIU Adult Education and Job Training Center
1020 Bel Vernon Avenue
Lewistown, PA 17044

Some of the many self-esteem exercises in this manual are "Decision making and practical problem solving," "Self image communications," "Self management skills," "work and personal needs assessment," "Stress skills," and "Managing change." The curriculum was developed under a 353 grant in 1989-90.

The tenth mental measurements yearbook by *J. C. Conoley & J. J. Kramer (Eds.)*

Provides descriptions and reviews of many assessment tools such as the GORT-R and the WRAT. A useful tool for those considering selecting diagnostic tools.

The above literature is available through AdvancE/ Pennsylvania Department of Education/333 Market Street, Harrisburg, PA 17126-0333.

ERIC documents (ED numbered references) can be ordered by calling 800-227-3742 or 703-823-0500.

Suggested Readings

The following were recommended by the ***International Reading Association***. They are divided into two catagories: Learning Disabilities and Adult Literacy, and can be ordered through:

Order Department
International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19514-8139.

Suggested Reading on *Learning Disabilities*:

Disabled Readers: Insight, Assessment, Instruction, (1980) 136 pp., by *Sawyer, D.J., editor*, $6.00.

Easy Reading: Book Series and Periodicals for Less Able Readers, (1989) 96 pp., second edition by *Ryder, R.J., Graves, B., Graves, M.F.*, $8.75.

Reexamining Reading Diagnosis: New Trends and Procedures, (1988) 186 pp.,*Glazer, K., Searfoss, L. W., Gentile, M., editors*, $10.50.

Suggested Reading on ***Adult Literacy***:

Toward Defining Literacy, (1990), 88 pp., *Richard L. Venezky, Daniel A. Wagner, Barrie S. Ciliberti, editors.* $6.75.

Occupational Literacy Education, (1986), 159pp., by *Rush, T., Moe, A. J., Storlie, R.L.*, $5.50.

Cases in Literacy: An Agenda for Discussion, (1989), 44 pp., $5.25.

The following are recommended by the ***Pittsburgh Literacy Initiative of Goodwill Industries***, and are available through ***Pittsburgh Literacy Initiative of Goodwill Industries***, 2600 East Carson St., Pittsburgh, PA 15203, 412/481-9005.

Project Upgrade, Working with Adults Who Have Learning Disabilities
Institution:
Manhattan Adult Learning & Resource Center
2031 Casement Rd.
Manhattan, KS 66502

Forming a New Reader Support Group, by *Anna Mae Kuchta and Beth Valentine Pelligrini*, price $10, when ordering ask for Anna Mae Kuchta.

Additional Suggested Reading:

A Learning Disabilities Digest for Literacy Providers (1991) Learning Disabilities of America

To order contact LDA, 4156 Library Rd., Pittsburgh, PA 15234 or call 412/341-1515.

The following are other agencies, organizations, and businesses provide services or products for LD learners and literacy providers.

ABLEDATA
National Rehabilitation Information Center
The Catholic University of America
4407 Eight Street, N.E.
Washington, D.C. 20017
202/635-5822

ABLEDATA maintains a computerized database of commercially available products for learning disabilities and other types of disabilities.

AFL-CIO Human Resources Development Institute
815 16th Street, N.W.
Room 405
Washington, DC 20006
202/638-3912

AFL-CIO has a program that places workers with various disabilities such as learning disabilities in training programs and jobs.

Books on Tape, Inc.
P.O. Box 7900
Newport Beach, CA 92660
800-626-3333

Books on Tape, Inc. distributes fiction and non-fiction books on cassette tapes.

Center for Alternative Learning
LEARNING disABILITIES RESOURCES Catalog
P.O. Box 716
Summit Grove Ave.
Bryn Mawr, PA 19010
215/525-8336

The ***Center for Alternative Learning*** is a non-profit organization designed to provide direct services to LD adults and teacher training to adult LD practitioners.

College Board Testing for Learning Disabled Students
Princeton, NJ 08540

LD students can be tested under special conditions such as extended time, separate test rooms, a reader, or a scribe. Arrangements must be made in advance.

ERIC/NCLE (National Clearinghouse on Literacy Education) Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
202/429-9292/(9551)

GED Test Accommodations for Candidates with Specific Learning Disabilities
The GED Testing Service
One Dupont Circle, Suite 20
Washington, DC 20036-1163
202/439-9490

Learning disabled adults who cannot be fairly tested by the regular edition of the GED test may apply for special editions of the GED test. In addition to special editions, other accommodations provided are additional test taking time; someone to record answers to the test; special adaptive devices; or testing at specific sites. Guidelines and applications are available by request.

Higher Education and Adult Training for People with Handicaps (HEATH) Resource Center American Council on Education
1 Dupont Circle
Washington, D.C. 20036-1193
1-(800) 54-HEATH

HEATH distributes two useful publications: ***Resources for Adults with Learning Disabilities***, and ***Getting Ready***, a checklist to assure that LD adults are ready for work.

Information Center for Individuals with Disabilities
20 Park Plaza, Room 330
Boston, MA 02116
617/727-5540

Although most of its information is about services in Massachusetts, the Center can provide information on services and programs for all types of disabilities throughout the country. It also answers questions about legal rights.

Institute for Research in Learning Disabilities
The University of Kansas
3060 Robert J. Dole Human Development Center
Lawrence, KS 66045
913/864-4780

Although the focus of the Institute's research is children, they have a sizeable publication list with some of their research having applicability for adults. A list of publications is available by request. Publications are available for approximately $3.00 each.

National Information Center for Educational Media (NICEM)
P.O. Box 40130
Albuquerque, NM 87196
800-421-87121

NICEM maintains a database with information on types of instructional materials (audio recordings, talking books, filmstrips) for special education. The database is current as of 1980.

National Library Service for the Blind and Physically Handicapped
The Library of Congress
1921 Taylor Street, N.W.
Washington, DC 20542
1-800-424-8567

The library has over 38,000 books and 70 magazines plus various other publications available on tape. The service is free for people with reading disabilities caused by an organic dysfunction or disability. The disability must be certified by a physician.

National Network of Learning Disabled Adults
808 N. 82 Street, Suite F2,
Scottsdale, AZ 85257
602/941-5112

NNLDA is an organization whose purpose is to increase

communication among learning disabled adults. It publishes a quarterly newsletter and a list of self-help groups.

Office of Vocational Rehabilitation (OVR)
Vocational Rehabilitation Center of Allegheny County
1323 Forbes Avenue
Pittsburgh, PA 15219
412/471-2600

OVR is a federal agency that helps disabled persons prepare for and keep a job. It is interested in learning disabled adults is so far as the learning disability is a barrier to employment. It has fifteen offices located in Pennsylvania with over 350 vocational rehabilitation counselors. It can offer diagnostic, vocational evaluation, counseling, restoration services, training, and job placement services at no charge to the literacy agency or the LD student. It publishes a ***National Resources Handbook - A Guide to Vocational Rehabilitation Services in the United States***.

President's Committee on Employment of People with Disabilities
1111 20th. Street, NW
Suite 636.
Washington, DC 20036-5050
202/653-5044

This is a government agency which seeks to increase employment among all people with disabilities through conferences, publications, and policy development. Available is a publication, ***Learning Disability Not Just a Problem Children Outgrow***, and a conference, ***Pathways to Employment***.

Recording for the Blind, Inc. (LRFB)
20 Roszel Road
Princeton, NJ 08540
609-452-0606

RFB loans recorded educational books to people who cannot read printed materials because of visual, physical, or perceptual handicaps. It also provides recording services when a recording does not exist. This service is available on request. Learning disabled students must have an application signed by a physician or a learning disabilities specialist.

U.S. Department of Education Division of Adult Education & Literacy
Attention: Bill Langner
Room 4416
Switzer Building
7 D Street, S.W.
Washington, DC 20202
202/732-2410

The above information is reproduced in part from the ***Viewer's Guide Helping Adults Learn: Adult Learning Disabilities****, available from:* ***AdvancE, PDE Resource Center, 333 Market Street, Harrisburg, PA 17126-0333, 1-800-992-2283***

and

A Learning Disabilities Digest for Literacy Providers, *published by:* ***The Learning Disabilities Association of America, Educational Services Committee, 4156 Library Road, Pittsburgh, PA 15234-1390.***

TECHNOLOGY RESOURCES

Technology such as tape recorders, computers, calculators, and reading machines are useful tools for learning disabled adults. More information about these technology resources follows:

Computers

The microcomputer and a variety of software programs offer the opportunity for customizing learning for learning disabled students. In the last few years, vendors have become increasingly responsive to adult learning needs. Additionally, a number of software evaluations are available (see below). Word processing programs can be used to teach writing to students who may be dyslexic or who may have difficulty with handwriting or spelling. Unlike a pad and pencil, a word processing program allows frequent for frequent deletions and revisions without showing cross-outs or erasures.

Working on a computer creates a non-threatening environment with immediate reinforcement. Some computers have voice (digitized or synthesized) and color features. Computers provide the opportunity for drill and practice, increased time on task, and privacy.

Specialized computer options touch screens, voice synthesizers, and video discs are three computer features that have proved successful with learning disabled children and adults. For individuals with visual perception problems, spatial perception problems, or motor problems, typing on a computer keyboard may be extremely difficult, because the keys are small and close together. Touch screens, which allow the user to type or manipulate the cursor by lightly touching the screen, eliminate barriers for many learning disabled students. Also, many adults have used touch screens in the catalogue department of stores, so they already will be somewhat familiar with them.

It is difficult for anyone to read from computer screens for prolonged periods of time. They can be especially challenging for learners with visual perception problems. Voice synthesization, a feature which is now is becoming available for educational use, may circumvent the necessity of reading from a computer screen. Voice synthesizers allow the student to interact with the computer by speaking into a microphone attached to the computer. The computer in turn recognizes the

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verbal input and produces an auditory response. Presently, this technology has not been incorporated into many educational programs, probably because of the cost of both the software and hardware needed to use voice synthesized programs. Another limitation is the amount of time required for the computer to become familiar with the user's voice.

Students with auditory perception problems would probably find the synthesized voice feature more of a hindrance that a help. Because they tend to possess high visual acuity, video discs, which have recorded video clips on a variety of subject matters and phenomena, can be very effective for those students. Video discs are used in conjunction with computers. The student selects the information he or she would like to access, and the computer locates it on the video disc and then displays the information on a television monitor. Most video discs are narrated, but the narrator's voice is not synthesized, which enables the student to better understand what is being said. Like the voice synthesized programs, the video discs are expensive, but they are likely to become more accessible due to their current popularity among educators.

Purchasing software
The following software guides should provide useful information in deciding what software to purchase:

Adult Basic Skills: Curriculum Software Guide
Apple Computer Inc.
Education Solutions Group
M/536M
2025 Mariani Ave.
Cupertino, CA 95014

Closing the Gap
P.O. Box 68
Henderson, MN 56044

Closing the Gap evaluates hardware and software for handicapped users, including the learning disabled. For more information about its services and newsletter, write to the above address.

The IBM Correlation for Adolescent and Adult Basic Skills
Contact your local IBM representative

Microcomputer Bibliography for ABE/GED: Basic Skills Instruction
New Jersey Adult Education Dissemination
Project OACE/Triad
Building B-Wing
Glassburrow, NJ 08028

Software Guide for Adult Literacy
ACS Marketing
P.O. Box 8275
Beaverton, OR 97076

Other software which has been found appropriate for special needs adults: ***PFS Write***, ***WRITING Assistant***, ***MacWrite***, ***Appleworks***, and ***Bank Street Writer***.

OTHER TECHNOLOGY

For decades, tape recorders have enabled students with auditory problems to achieve academic success. Recording instructions and then playing them back has allowed students who could not immediately retain verbal information to compensate for their problem. A more recent development, the ***Xerox/Kurzweil Personal Reader***, is an optical scanning device that can read 350 printed words a minute and convert them into speech. This equipment originated as an aid to the blind, but it also was found to be beneficial for individuals with visual perception problems, such as dyslexia. Although the ***Xerox/Kurzweil Personal Reader*** is costly, it can help students who were previously unable to read texts proficiently enough to keep up with assigned readings.

For more information on where to purchase the ***Xerox/Kurzweil Personal Reader*** phone 1-800-343-0311.

Another alternative for students with visual and auditory perception problems is the *computerized spell checker*, which is an electronic reference program with spelling, dictionary, and thesaurus options. This device is the size of a calculator and permits the student to enter phonetic spelling, and then the machine suggests possible words. The more expensive models include synthesized speech options, so the user can hear the words read aloud.

Availability

All three devices described above are affordable, user-friendly and invaluable to the learning disabled. Tape recorders and Franklin spell checkers are relatively inexpensive and can be easily purchased by the student or the institution. In contrast, the ***Xerox/Kurzweil*** is an investment of both time and money for the learner. The ***Xerox/Kurzweil*** requires hours of practice in order to use it proficiently. For those students who would benefit from access to the ***Xerox/Kurzweil*** but cannot afford to purchase their own, local libraries and university libraries often have a machine available to them.

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